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ABSTRACT

This handbook is a reference to rules for licensure of professional personnel in public elementary and secondary schools in the state of Minnesota. The directives and recommendations are found in "The Administrative Manual for Minnesota Public Schools," and all of the rules have been adopted by the Minnesota State Board of Education and the Board of Teaching. (MM)

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TEACHER LICENSING HANDBOOK

State of Minnesota
DEPARTMENT OF EDUCATION
Teacher Certification and Placement Section
St. Paul, Minnesota 55101

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Board of Teaching and State Board of Education
Rules for Licensure of Professional Personnel in
Public Elementary and Secondary Schools

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State of Minnesota
DEPARTMENT OF EDUCATION
Teacher Certification and Placement Section
St. Paul, Minnesota 55101

Board of Teaching and State Board of Education
Rules for Licensure of Professional Personnel in Public Elementary and Secondary Schools

FOREWORD

This handbook has been prepared for your use as a reference to those rules pertaining to teacher licensure in the State of Minnesota. The directives and recommendations contained in this booklet are found in the *Administrative Manual for Minnesota Public Schools*. All rules regarding teacher licensure have been adopted by the State Board of Education and the Board of Teaching.

In the administration of these rules the Teacher Certification Section encourages individuals with questions concerning certification not covered in this booklet to contact the State Department of Education, Teacher Certification and Placement Section, Ph. 612-296-2046.

MINNESOTA STATE DEPARTMENT OF EDUCATION

Teacher Certification and Placement Section

St. Paul, Minn. 55101

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BOARD OF TEACHING

Chapter No. 749

BE IT ENACTED BY THE LEGISLATURE OF MINNESOTA:

125.04 (QUALIFIED TEACHER DEFINED.) A qualified teacher is one holding a valid license, as hereinafter provided, to perform the particular service for which he is employed in a public school.

125.05 (BOARD TO ISSUE LICENSES.) Subdivision 1. **(Qualifications.)** The authority to license teachers as defined herein is vested in the Board of Teaching, but based soley on criteria and qualifications approved by the state board of education. The authority to license superintendents and principals is vested in the state board of education. Licenses shall be issued to such persons as the board finds to be physically competent and morally fit to teach. Qualifications of teachers and other professional employees shall be determined by the board under the rules which it promulgates. Licenses of qualifications of teachers shall be issued by the commissioner and the commissioner shall issue licenses to any qualified blind graduates of a school of education.

Subd. 2. **(Expiration and Renewal.)** Each license shall bear the date of issue. Licenses shall expire and be renewed in accordance with rules promulgated by the board. Renewal requirements for the renewal of a license shall include the production of satisfactory evidence of successful teaching experience for at least one school year during the period covered by the license in grades or subjects for which the license is valid or the completion of such additional preparation as the board shall prescribe.

125.06 (APPLICANTS TRAINED IN OTHER STATES.) When a license to teach is authorized to be issued to any holder of a diploma or a degree of a Minnesota state college, or of the University of Minnesota, or of a liberal arts college, or a technical training institution, such license may also, in the discretion of the board, be issued to any holder of a diploma or a degree of a teacher training institution of equivalent rank and standing of any other state, granted by virtue of the completion of a course in teacher preparation essentially equivalent in content

to that required by such Minnesota State college or the University of Minnesota or a liberal arts college in Minnesota or a technical training institution as preliminary to the granting of a diploma or a degree of the same rank and class.

125.08 (TEACHERS' LICENSES, FEES.) Each application for the issuance, renewal, or extension of a license to teach shall be accompanied by a processing fee in an amount set by the board of teaching by rule. Except as otherwise provided in this section, such fee shall be paid to the commissioner, who shall deposit them with the state treasurer, as provided by law, and report each month to the commissioner of finance the amount of fees collected. The fee as set by the board shall be nonrefundable for applicants not qualifying for a license, provided however, that the fee shall be refunded by the state treasurer in those cases in which the applicant already holds a valid unexpired license.

125.09 (SUSPENSION OR REVOCATION OF LICENSES.) Subdivision 1. **(Grounds for Revocation.)** The board may, on the written complaint of the board employing a teacher, or of the superintendent of schools where such teacher is employed, or of a teacher organization, or of a teacher in a district where no teacher organization exists, or of the commissioner, which complaint shall specify the nature and character of the charges, suspend or revoke such teacher's licenses or license to teach for any of the following causes:

(1) Immoral character or conduct;

(2) Failure, without justifiable cause, to teach for the term of his contract;

(3) Gross inefficiency or willful neglect of duty; or

(4) Failure to meet relicensure requirements; or

(5) Fraud or misrepresentation in obtaining a license.

Subd. 2. **(Hearing on Charges.)** The chairman of the board shall, within 10 days after the filing of the complaint, serve a copy thereof upon the teacher in person or by registered mail addressed to such teacher at his last known address and such teacher shall, within 10 days after the service of such copy

upon him, file with the board his answer to the charges specified. The chairman of the board shall thereupon fix in writing a time for a hearing upon the complaint, and serve a copy thereof on the teacher. Such hearing shall be conducted by the board or by the chairman of the commission as the rules of the board may provide. The hearing shall be held in the office of the board unless the teacher at the time of filing his answer shall file therewith a written demand that the hearing be held in the county seat of the county wherein he is employed, in which case it shall be held at such county seat. Such hearing shall be either private or public, as the teacher may elect, and the teacher shall have the right to appear in person and by counsel and produce evidence thereat. All witnesses shall be sworn before testifying and the official conducting such hearing is hereby authorized to administer the oath prescribed by law for witnesses in judicial proceedings. A record in writing shall be made of the proceedings and of all evidence produced thereat and forthwith filed with the commission upon the conclusion of such hearing. A copy thereof shall be furnished to such teacher upon his request.

Subd. 3. **(Decision by Board.)** Upon concluding such hearing, if conducted by the board, the board shall make its decision within 30 days from the date of such hearing. If the hearing is conducted by the chairman or such other person as is authorized by rules of the board, the board shall make its decision within 30 days from the date of the filing of the hearing report with the board, which report shall be filed within 30 days from the date of such hearing. In case of suspension or revocation, the order of the board shall fix the date at which suspension or revocation becomes effective and, in case of suspension, the duration thereof, and notice thereof shall forthwith be given in writing to the teacher and to the school board by which he is employed.

The action of the board shall be subject to the provisions of Minnesota Statutes, Section 15.0411 to 15.0426. All orders of suspension or revocation shall be included in the license records of the board.

125.181 (PROFESSIONAL PRACTICES; INTENT.) The purpose of sections 125.181 to 125.185, is to develop standards of ethical conduct for the guidance and improvement of the teaching profession and to provide measures through which

the observance of such standards by the members of the profession may be promoted and enforced.

125.182 (DEFINITIONS.) Subdivision 1. For the purpose of this act, the words, phrases and terms defined in this section shall have the meanings ascribed to them.

Subd. 2. "Teacher" means a supervisor, classroom teacher, or other similar professional employee required to hold a certificate from the state department of education.

Subd. 3. "Board" means the teacher standards and certification commission.

Subd. 4. "State board" means the state board of education.

125.183 (MEMBERSHIP.) Subdivision 1. A Board of Teaching consisting of 17 members is hereby established. Each member shall be appointed by the governor for a four year term and serve until his successor is duly appointed and qualified. No member shall be reappointed for more than one additional term. A vacancy during the term of a member shall be filled by the governor for the unexpired term.

Subd. 2. Initial appointments shall be made by November 15, 1973 for terms as follows: five members shall be appointed for terms ending November 15 in each of the years 1974, 1975, and 1976. Thereafter each member shall be appointed for a full four year term.

Subd. 3. Except for the representatives of higher education and the public to be eligible for appointment to the commission a person must be fully licensed for the position he holds and have at least five years teaching experience in Minnesota, including the two years immediately preceding nomination and appointment. The board shall be composed of one teacher whose responsibilities are those either of a counselor, librarian, psychologist, remedial reading teacher, speech therapist, vocational teacher, or certified school nurse, four elementary school classroom teachers, four secondary classroom teachers, three higher education representatives, from higher education faculties preparing teachers, two of whom shall be representatives of state institutions and one of whom shall be a representative of private institutions; one school administrator and four mem-

bers of the public. Each nominee other than a public nominee shall be selected on the basis of his professional experience, and knowledge of teacher education, accreditation and licensure.

Subd. 4. The position of a member who leaves Minnesota or whose employment status changes to a category different from that from which he was appointed shall be deemed vacant.

125.184 (MEETINGS.) Subdivision 1. The board shall meet regularly at quarterly intervals at the seat of government and at such other times and places as the board shall determine. Meetings shall be called by the chairman or at the written request of any eight members. The members of the board shall receive compensation of the sum of $35 per day for attendance at commission meetings and ordinary and necessary expenses in the same amount and manner as state employees. When attendance at board meetings requires a member to absent himself from other public employment, the compensation paid for other public employment shall be reduced by the amount of compensation paid for attendance at board meetings.

Subd. 2. The Board of Teaching shall have an executive secretary who shall be in the unclassified civil service and who shall not be a member of the board.

125.185 (DUTIES.) Subdivision 1. The board shall, after public hearings, develop a code of ethics covering standards of professional teaching practices, including areas of ethical conduct and professional performance and methods of enforcement.

Subd. 2. The board shall act in an advisory capacity to members of the profession in matters of interpretation of the code of ethics.

Subd. 3. The board shall elect a chairman and such other officers as it may deem necessary.

Subd. 4. The board shall develop and create rules, for the licensure of public school teachers and interns, which shall be submitted to the state board of education for approval, and from time to time the board shall revise or supplement the criteria for licensure of public school teachers subject to approval by the state board. It shall be the duty of the board to establish criteria for the approval of

teacher education programs subject to approval by the board. Subject to rules, approved by the state board of education, the board shall also grant licenses to interns and to candidates for original licenses and receive recommendations from local committees as established by the commission for the renewal of teaching licenses, to grant life licenses to those who qualify according to requirements established by the board, and suspend or revoke licenses pursuant to Minnesota Statutes, Section 125.09. With regard to vocational education teachers the board shall adopt and maintain as its criteria the state plan for vocational education.

In the event the state board of education disapproves any proposal from the board, it shall give written notice of such disapproval within 60 days after the receipt of the proposal including its reasons. Any proposal disapproved by the state board may be resubmitted by the board at any time after the expiration of 45 days after the date of disapproval.

Subd. 5. The secretary of the board shall keep a record of the proceedings of and a register of all persons licensed under this act. The register shall show the name, address, license number and the renewal thereof. The commission shall on July 1, 1974, or as soon thereafter as is practicable, and each year thereafter compile a list of such duly licensed teachers and transmit a copy thereof to the board. A copy of the register shall be available during business hours at the office of the commission to any interested person.

Subd. 6. The state board shall provide all necessary materials and assistance for the transaction of the business of the board and all moneys received by the commission shall be paid into the state treasury as provided by law.

Subd. 7. Any person who shall in any manner represent himself as a licensed teacher without a valid existing license issued to him by the board or any person who employs fraud or deception in applying for or securing a license shall be guilty of a gross misdemeanor.

125.187 VALIDITY OF LICENSES. No rule adopted by the Board of Teaching shall affect the validity of licenses to teach in effect on July 1, 1974, or the rights and privileges of the holders thereof, except that any such certificate or license may be

suspended or revoked for any of the causes and by the procedures specified by law.

Sec. 27. The revisor of statutes shall change the references to "teacher standards and certification commission" or "board of teacher standards and certification" or "commission" wherever they appear in chapters 121 to 129 and 214, to "Board of Teaching" or "board", as appropriate.

TEACHERS' LICENSES

A. Issuance

1. Secondary School

a. A teacher's license may be issued to an applicant holding a degree from the College of Education of the University of Minnesota, the University of Minnesota, Duluth and Morris, a Minnesota state college, or a private liberal arts college in Minnesota on completion of a teacher education program which shall include the minimum programs of preparation in the teaching fields prescribed in Minnesota Administrative Rules and Regulations and 18 semester (27 quarter) hours in professional education of which at least 4 semester (6 quarter) hours must be in student teaching.

(1) If a program was completed in a college or university located outside of Minnesota, the college or university must be approved according to criteria established by the Board of Teaching. The license may be issued upon the recommendation of the institution in which the approved teacher education program was completed.

(2) This license shall qualify the holder thereof to teach in any secondary school those subjects or fields in which a college major, or where the assignment is for one-half time or less during the school day, those subjects or fields in which a college major or minor. This license also qualifies the holder to teach in the 7th and 8th grades of any elementary school.

(3) Any secondary school teacher licensed to teach after September 1, 1966 with minor preparation in science, mathematics, English, social studies, modern foreign languages, non-vocational agriculture, non-vocational home economics and industrial arts shall within seven years after initial certification acquire the minimum established by the state board of education for major preparation in order to continue to be licensed to teach in the subject area. Teachers with a minor in health and/or physical education must within seven years after September 1, 1973, meet the above requirement.

b. Such licenses may also, in the discretion of the Board of Teaching, be issued to any holder of a degree from an institution of equivalent rank and standing of any other state, on completion of its teacher education program and including 18 semester (27 quarter) hours in professional education; or to a person from another country whose record has been judged essentially equivalent.

c. A vocational license may be issued to an applicant who meets the criteria stated in the Minnesota State Plan for Vocational Education and as adopted by the Board of Teaching.

Note: A license based on a major area of concentration in a special field is also valid to teach such special field in the elementary grades. These special fields are: industrial arts, music, physical education.

2. Elementary School

a. A Teacher's License may be issued to an applicant holding a degree from the College of Education of the University of Minnesota, Duluth and Morris, a Minnesota state university, or a private liberal arts college on completion of an approved program in elementary education. Such a license shall be valid to teach in graded elementary schools.

(1) If a program was completed in a college or university located outside of Minnesota, the college or university must be approved according to criteria established by the Board of Teaching. The license may be issued upon the recommendation of the institution in which the approved teacher education program was completed.

(2) Such license may also, in the discretion of the board of teaching, be issued to any holder of a degree from an institution of equivalent rank and standing of any other state, on the completion of its teacher education program, or to a person from another country whose record has been judged essentially equivalent.

3. Kindergarten

a. The program of preparation for kindergarten shall include thirty (30) semester hours of professional education as a part of an approved program of elementary school teacher education, including a course in kindergarten education. Not less than one half of the student teaching requirements shall be on

the kindergarten level. Completion of this program will qualify the teacher to teach in kindergarten and grades one through six in a six-year elementary school or in kindergarten and grades one through eight in an eight-year elementary school.

b. Licensed elementary teachers who have not prepared to teach kindergarten but who wish to do so, shall take one course in kindergarten education, either as a part of, or in excess of the requirements for elementary education. They must also have comparable student teaching experience as evaluated by an approved teacher preparing institution.

4. **General**

a. All licenses shall bear the date of issue and shall expire two years from July 1 nearest such date.

b. The legal fee is ten dollars. This fee is not refundable. Be sure that the proper application blank is filled out correctly together with all necessary endorsements and transcripts and that the fee accompanies the application. The fee is payable to the "Commissioner of Education".

B. Renewal

1. A license may be renewed for a period of from one to five years upon evidence of at least one year of satisfactory teaching experience within the five-year period immediately preceding application for renewal. Such experience must be in the grades or subjects for which the license is valid.

2. An applicant who has not been employed for a period of five years or more, in the type of teaching for which his license is valid, must present official evidence of having earned 8 quarter hours of college credit in subjects relating to his field of teaching. These credits must have been earned within the five-year period immediately preceding application.

C. Issuance and Renewal of Continuing Licenses

1. This regulation applies to the issuance and renewal of a continuing (5 year) license. It does not apply to individuals holding a Life License or a Vocational License.

2. A continuing (5 year) license, valid for five years, shall be issued to an applicant who holds a valid entrance (2 year) license. A separate continu-

ing license must be obtained for each educational function which requires licensure (e.g., elementary teaching, administration.)

3. A valid continuing license may be renewed for a five year period when the applicant meets the following requirements:

a. One year of successful teaching or administrative experience under a license valid for the function for which renewal is requested.

b. Evidence of having been granted one hundred twenty renewal units during the five-year period immediately preceding the date on which the requested renewal is to be made effective. Examples of experiences for which renewal units may be granted are as follows:

(1) College course work and related work.

(2) Attendance at Professional meetings.

(3) Participation in inservice meetings.

(4) Direct involvement to research, plan, and implement innovative educational practices.

4. Applicants who do not qualify for issuance or renewal of a continuing license may be issued an entrance certificate if current requirements for the appropriate entrance license are met.

5. A state committee shall be established to review procedures and criteria for granting renewal units, and decide appeals from decisions of local committees and superintendents.

6. A local committee shall be established in each school district to determine the number of renewal units to be granted for experiences and to act upon requests for recommendation for renewal of the continuing license by determining whether the applicant has met the requirements.

7. Copies of the complete continuing education rule are available upon request from the Teacher Certification Section. Questions concerning the regulation or its implementation should be directed to the Coordinator of Continuing Education, 609 Capitol Square, St. Paul 55101, Ph. 612-296-4440.

SCHOOL ADMINISTRATORS
(Effective Date: July 1, 1974)

1. This rule is effective July 1, 1974, for all ap-

plicants for entrance licenses for school administration. School administrators include all persons who function as, or who are classified as, school superintendents and assistant superintendents, elementary school principals and assistant principals, secondary school principals and assistant principals.

2. Licenses shall be issued separately for each of the following positions:

a. superintendent of schools

b. elementary school principal

c. secondary school principal

3. All candidates for licenses shall have satisfactorily completed a program in school administration appropriate for the license requested which is approved by the Department of Education and

a. which results in a specialist or higher degree, or

b. which results in the completion of a program consisting of a minimum of 45 quarter credits, or the equivalent, beyond a master's degree.

4. Evidence shall be provided to the State Department of Education by those responsible for the training programs to show that competency-based programs submitted for approval have been developed with appropriate participation from school administrators, teachers, school board members, and citizens. All applicants for administrative licensure recommended by those responsible for training programs shall have competencies in all of the following areas: school administration, supervision, curriculum, and instruction.

5. All candidates shall have completed three years of successful teaching experience on a license valid for the position in which the experience was obtained. For Elementary principals, the experience must be at the elementary level. For Secondary principals, the experience must be at the secondary level.

6. The issuance of the first continuing license is contingent upon:

a. The candidate's possession of an issued valid and appropriate administrative entrance license and

b. One year of successful experience in the licensed administrative role during the time that the applicant holds an appropriate administrative entrance license.

7. Persons holding standard or provisional licenses for one of the administrative roles, whose first license for this role was issued prior to September 1, 1967, may be issued a continuing administrative license upon the next renewal.

8. The continuing license may be renewed according to general regulations of the State Board of Education pertaining to continuing education, except that the endorsement of a superintendent's certificate required by Edu 547, shall be verified by the clerk of the local board of education on behalf of the board of education.

9. In order to provide means for persons holding standard administrators' licenses to phase into the requirements of Edu 330, Sections 1 through 6, the following provisions of Section 9 shall pertain until July 1, 1979, at which time Section 9 shall be deleted from Edu 330 without further action of the Board of Education.

a. Persons holding standard licenses for one of the administrative roles whose first license for this role was issued after September 1, 1967, shall complete the requirements of Edu 330, Sections 1 through 6, by July 1, 1979, or on the next date when an applicant's license must be renewed if it falls after July 1, 1979.

b. Any person whose standard license as a school administrator lapses after July 1, 1974, shall meet requirements of Edu 330, Sections 1 through 6.

NOTES:

1. It is the intent of the foregoing provisions to discontinue the issuance of provisional, standard, and professional licenses and to move to a licensure system for school administrators where candidates met requirements for the positions before the entrance license is granted.

2. Programs submitted for approval shall include all of the following:

   a. A statement of rationale which delineates the administrative role which the program is designed to develop

   b. Statements specifying competencies to be developed in the proposed program

   c. A description of program components along with statements which establish a relationship between program components and specified competencies

   d. A plan for assessing the individual candidate's development of the specified competencies.

AREA VOCATIONAL-TECHNICAL SCHOOL ADMINISTRATOR

A. The director of an area vocational-technical school shall have an administrator's license based upon:

1. Technical and Professional Preparation. A graduate of an approved four-year college course with a teaching major in one of the five service fields including agriculture, business, distributive, homemaking or trade and industrial.

2. Experience. Five years of successful experience in one or more of the following capacities: vocational teacher, coordinator, supervisor or administrator—with at least one year of school administrative or school supervisory experience.

Three years of successful work experience in fields other than education.

ATHLETIC COACHES

A. A teacher in a secondary or elementary school who is head coach in any of the following areas:

Football	Hockey
Basketball	Wrestling
Track	Baseball

shall be licensed either through professional preparation in the physical education major or minor program, or through a special coaching requirement in physical education.

The special coaching requirement is acceptable when the approved preparing institution certifies to the commissioner of education that such person has completed, in addition to his regular teacher education program, not less than nine quarter hours in courses of which Principles of Physical Education is required, and the remaining courses selected from at least two of the following four areas:

Administration of Athletics

First Aid and Prevention and Care of Athletic Injuries

Human Science

Coaching and Athletic Techniques

B. Girls' Interscholastic Sports

Effective July 1, 1978

1. Any person employed as a coach of girls' interscholastic sports, full-time or part-time, shall

a. have a teaching license, and

b. be under contract with the local board of education, and

c. obtain a license for Public School Coaches, Girls' Interscholastic Sports, which shall be granted upon submission of evidence showing satisfactory completion of a program which has been approved by the state department of education in a college approved for teacher education by the state board of education.

2. In order to obtain approval, programs leading to a license as a Public School Coach, Girls' Interscholastic Sports, shall provide for:

a. 18 quarter hours (or the equivalent) of experiences designed to develop competencies in all of the following areas:

The foundations of girls' and women's sports

Theory and techniques of coaching

Organization and management of girls' interscholastic sports

Growth and development and psychology of adolescent behavior

Medical aspects of coaching girls' sports (prevention and care of girls' athletic injuries)

Scientific basis of conditioning and skills performance

Sports officiating

b. A Practicum, Inservice Coaching for Women.

c. Means for assessment of the competencies to be developed.

3. Renewal of the first or entrance license as a Public School Coach, Girls' Interscholastic Sports, is contingent upon the possession of a valid teaching license in the major field and one season of coach-

ing experience in one or more girls' interscholastic sports.

4. The continuing license may be renewed according to general regulations of the state board of education pertaining to continuing education, except that no person shall receive a continuing license as a Public School Coach, Girls' Interscholastic Sports, until requirements of EDU 345(a) have been fulfilled.

COUNSELORS, SECONDARY SCHOOL

After September 1, 1963, a person employed as a counselor in a Minnesota public secondary school shall hold a license based on the following requirements:

A. Qualifications for license

1. A valid license to teach in the public schools of Minnesota based upon a Bachelor's degree from an accredited teacher preparing institution.

2. Completion of a program of counselor education leading to a Master's degree or its equivalent (45 quarter hours of graduate work).

a. At least one course or its equivalent shall be taken in each of the seven areas listed below:

Principles and practice in guidance

Personality structure and mental hygiene

Measurement and research methods

Appraisal techniques

Occupational and training information and material

Counseling procedure

Practice in guidance and counseling; and

b. At least one course shall be chosen from the following areas:

Group Guidance

Organization and administration of guidance services

Psychology of learning

c. Not more than six credits earned in courses selected in a. and b. above may be undergraduate credits.

3. At least one year of successful teaching experience (two or more preferred).

4. Minimum of one year of cumulated work experience outside of education (two or more years of experience in several occupational areas preferred).
B. Renewal requirements. License may be renewed on evidence of satisfactory experience and continuing education renewal units.

C. Provisional License. A provisional license will be granted to counselors for two years who meet all professional requirements above with the exception of A 4. This license may be renewed every two years upon the presentation of evidence that the counselor has accumulated 400 hours (10 weeks) of cumulated work experience outside of education. When the counselor has accumulated 2,000 hours (1 year) of work experience, he will be eligible for the counselor's license subject to the renewal requirements in B above.

COUNSELORS, ELEMENTARY SCHOOL

After September 1, 1972, a person employed as a counselor in a Minnesota public elementary school shall hold a license based on the following requirements:

A. Qualification for license

1. A valid license to teach in the public elementary schools of Minnesota based on a baccalaureate degree from an accredited teacher preparing institution, and

2. One year of successful elementary teaching experience, and

3. Completion of a Master's degree from a recognized graduate school in a program approved by the state department of education which in no event consists of fewer than 54 quarter hours at the graduate level. As part of its program each institution of higher education must submit, for approval by the state department of education, a statement of competencies to be developed, and relate these expected competencies to components in its program. Competencies must be developed in all of the following areas:

Coordination
Counseling
Consultation

Developmental Guidance

Diagnosis

Human Relations.

4. Candidates who satisfactorily meet the foregoing requirements will receive a two-year license for elementary school counselors.

B. Renewal Requirements:

1. The two-year license may be renewed for five years when six additional quarter credits in related competency areas have been completed and when one year of successful elementary counseling experience has been completed.

2. Five-year licenses may be renewed according to general rules of the Board of Teaching pertaining to continuing education.

DRIVER EDUCATION TEACHERS

A. Requirements:

1. All *new* teachers assigned to either classroom driver education or behind-the-wheel instruction shall have successfully completed a sequence of 12 quarter hours of credit in the following areas:

Principles of Safety Education

Driver and Safety Education I

Driver and Safety Education II

2. The requirements shall become effective as follows:

Current requirements (Prior to Sept. 1, 1966) for initial assignment—3 quarter hours

Newly assigned teachers applying on and after September 1, 1966—5 additional quarter hours

Newly assigned teachers applying on and after September 1, 1968—4 additional quarter hours

HUMAN RELATIONS COMPONENTS

A. All applicants for licenses in education to be issued or renewed either on or after July 1, 1973, shall have completed a training program containing human relations components. Such components shall have been approved by the Board of Teaching.

B. Human relation components of programs which

lead to licensure in education will be approved upon submission of evidence:

1. Showing that the human relations components have been developed with participation of members of various racial, cultural, and economic groups.

2. Showing that the human relations components are planned to develop the ability of applicants to:

a. Understand the contributions and life styles of the various racial, cultural, and economic groups in our society, and

b. Recognize and deal with dehumanizing biases, discrimination, and prejudices, and

c. Create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations, and

d. Respect human diversity and personal rights.

3. Relating all of the areas enumerated in TSC 41 (b) (2) to specific competencies to be developed, and

4. Indicating means for assessment of competencies.

LIMITED LICENSES (Limited Permits)

A. General Requirements

1. No limited licenses will be granted under M.S.A. 130.12, Subd. 3 where it is evident there exists an available supply of teachers who qualify for regular teaching licenses.

2. When a superintendent of schools of a district maintaining a graded elementary or secondary school shall certify that such superintendent has been unable to find a fully qualified elementary or secondary teacher, a Limited License may be granted to an applicant who meets the following requirements:

B. Elementary School

1. A teacher with a baccalaureate degree may be granted an original Limited License to teach in an elementary school on official evidence of enrollment in an approved elementary teacher education program and on completion of 8 quarter hours of college credit in methods of teaching elementary school subjects provided that, within the previous five-year period, the applicant has either earned at least 8

quarter hours of college credit or had one year of teaching experience.

2. A teacher who has previously been issued a Limited License may be granted another Limited License on official evidence of enrollment in an approved elementary teacher education program if 8 quarter hours of college credit applicable on an approved program have been earned since the last such license was issued.

3. This license may be granted by the Director of Teacher Licensing in accordance with criteria established by The Board.

C. Secondary School

1. A teacher with a baccalaureate degree may be granted an original Limited License to teach on the secondary level, those subjects in which the applicant has had adequate preparation, on official evidence of enrollment in an approved secondary teacher education program provided that, within the previous five-year period, the applicant has either earned at least 8 quarter hours of college credit or had one year of teaching experience.

2. A teacher who has had a Limited License may be granted another Limited Certificate on official evidence of enrollment in an approved secondary teacher education program if 8 quarter hours of college credit applicable on an approved program have been earned since the last such license was issued.

3. This license may be granted by the Director of Teacher Licensing in accordance with criteria established by The Board of Teaching and subject to review by the Board.

MEDIA

AUDIO-VISUAL DIRECTORS AND COORDINATORS

A. Director of Audio-Visual Education

1. The Director of Audio-Visual Education is a teacher in charge of the audio-visual program in the entire school system. To qualify for a Director's license a person shall meet the following requirements:

a. Have a valid teaching license based on a four-year degree.

b. Have at least two years of successful teaching experience.

c. Have earned credits in a course in each of the following areas:

Educational administration
Elementary school curriculum
High school curriculum
Supervision and improvement of instruction

d. Have earned at least 10 semester hours of credit in audio-visual courses, including the areas of method, production laboratory, selection and administration.

2. Any person who has served as a half or full time director of a school system prior to the effective date of these regulations may offer such successful experience in lieu of credits in the areas listed above on the basis of three years of successful experience for any two semester credit course.

3. All persons holding positions as Audio-Visual Directors must meet the above requirements.

B. Coordinator of Audio-Visual Education

1. The Coordinator of Audio-Visual Education is a teacher in charge of the audio-visual program in any single building of a school system or a school system having only one attendance unit. To qualify for a Coordinator's license a person shall meet the following requirements:

a. Have a valid teaching license

b. Have a course in each of any two of the areas listed in A 1. c. above.

c. Have at least one course in each of the following areas:

Audio-visual methods in teaching
Audio-visual administration

2. Any person who has served as Coordinator in a school building for three years prior to Aug. 24, 1959, may offer successful experience in lieu of credits in the areas listed in B. 1. c. above on the basis of two semester credits for each three years of successful experience.

Librarians

Teachers who are assigned duties as librarian shall have at least an approved college minor in Library Science.

MEDIA GENERALIST, Effective July 1, 1974

A Media Generalist is one who is qualified to work at a specialized professional level in both print and non-print areas (library science, audiovisual education, and other emerging instructional technologies) in an elementary or secondary school or in a school district.

1. Any person working more than half time as a specialized professional responsible for programs of instruction in both print and non-print areas shall hold a license as a Media Generalist. Minimum requirements for licensure as a Media Generalist, valid for two years, are

a. A valid license to teach in the elementary or secondary schools of Minnesota which is in force at the time of application for the license of Media Generalist; and

b. Two years of successful teaching experience while holding a license valid for the position in which the teaching experience was obtained; and

c. Completion of a program in media and related fields approved by the State Department of Education.

(1) The approved program shall consist of not less than 36 quarter hours or the equivalent in media and related fields.

(2) Each approved program shall include work to develop competencies in all of the following areas:

Guidance in reading, listening, and viewing

Print and Non-Print Teaching Methods and Materials in the Classroom

Curriculum Development (Early Childhood Through Grade 12)

Evaluation and selection of print and non-print materials

Education technology

Administration and management of print and non-print media activities

Electronic production

Non-electronic production

Reference service and materials

Classification and cataloging of print and non-print materials

(3) Programs submitted for approval shall include

Statements which relate all of the areas enumerated in (c) (2) above to competencies to be developed

Statements which relate competencies to be developed to component of the program

Statements which indicate means for assessment of competencies

d. Upon expiration of the entrance license, renewal of the Media Generalist license for five years is contingent upon one or more years of full-time successful experience, or two or more years of half-time successful experience, as a Media Generalist while holding the Media Generalist license.

e. The continuing license may be renewed according to general regulations of The Board of Teaching pertaining to continuing education.

MEDIA SUPERVISOR, Effective July 1, 1974

1. Any person working at a specialized professional level in both print and nonprint areas, who is responsible for the administration of a media program and for the direction or supervision of the work of other professional personnel shall hold the Media Supervisor license. Minimum requirements for licensure as a Media Supervisor, valid for two years are:

a. A valid continuing license as a Media Generalist, or

The completion of all requirements for the continuing license as Media Generalist, or

The completion of all requirements for the entrance license as a Media Generalist and three years of supervisory experience as a media professional (library or audiovisual); and

b. Three or more years of successful experience

in the areas of media while holding a license valid for the position in which the media experience was obtained; and

c. Completion of a Master's Degree in a recognized graduate school in a program approved by the State Department of Education in a college or university which has been approved for teacher education by the Board of Teaching.

(1) The approved program shall consist of not less than 18 quarter hours, or the equivalent at the graduate level, of work in Media in addition to that required for the Media Generalist license.

(2) Each approved program shall include work to develop competencies in all of the following areas:

Supervision and improvement of instruction
General Educational Administration (Early Childhood through Grade 12)
General Theory of Learning
Advanced Administration and Management of Print and Non-Print Media Activities

(3) Programs submitted for approval shall include

Statements which relate all of the areas enumerated in (c) (2) above to competencies to be developed.
Statements which relate competencies to be developed to components of the program.
Statements which indicate means for assessment of competencies.

d. Upon expiration of the entrance license, renewal of the Media Supervisor license for five years is contingent upon one or more years of successful experience as a Media Supervisor while holding the Media Supervisor license.

e. The continuing license may be renewed according to general regulations of the Board of Teaching pertaining to continuing education.

MINIMUM REQUIREMENTS FOR PREPARATION OF TEACHERS IN CERTAIN FIELDS

These requirements shall constitute minimum pro-

grams of preparation for secondary teachers unless otherwise indicated. Whenever specific course titles are indicated, it is understood that the course or its equivalent is acceptable. Licensure will be granted to persons who are recommended by a college or university maintaining the following approved or comparable programs of preparation. The standard requirements for credits in professional education shall apply except where requirements are specifically mentioned.

A. Area Vocational-Technical School

1. Instructors shall meet the requirements as listed in the State Plan for Vocational Education for teaching in the fields of Agriculture, Business, Distributive, Home Economics, and Trade and Industrial or meet the following qualifications:

a. Experience. Three years in a technical occupation for which training is being offered, or three years experience or combination of experience in occupations directly related to the technical occupation for which training is being offered.

b. Valid License. A Valid Minnesota vocational teaching license in the subject in which he is to teach.

2. Supervisors and coordinators shall meet the requirements listed in the State Plan for Vocational Education in the fields of Agriculture, Business, Distributive, Home Economics, Trade and Industrial or meet the following qualifications:

a. Experience

(1) Three years of practical experience as a wage earner in a recognized technical occupation requiring scientific or technical knowledge.

(2) One year of experience in instruction or supervision in vocational education or industry in the special field to be supervised.

B. Business and Office Education Teachers. (Effective Date: September 1, 1973)

1. General

a. It is desirable that all business and office education teachers have course work in the philosophy of vocational education and relevant occupational work experience.

b. Major preparation in Business and Office

Education shall consist of not less than 30 percent of the graduation requirements of a four year degree program if the area of Specialization is followed, or 33 percent of the graduation requirements of a four year degree program if the Comprehensive Program is followed.

c. Core program requirement. The core program shall consist of the following area of study:

Economics (Including macroeconomics and microeconomics)

Accounting, Principles of

Business Law, Principles of

Business Communications, Principles of

Business Organization and Management, Principles of

Marketing, Principles of

Data Processing, Principles of

Typewriting (Equivalence in lieu of credit acceptable)

In addition to the core program there will be preparation in either an area of Specialization, or in the Comprehensive Program.

2. Specialization. If work is selected in this area in conjunction with the Core Program, the area of study for each specialization shall include the following:

a. Accounting and Data Processing:

Advanced accounting

Additional electives in accounting and data processing.

b. Secretarial:

Advanced shorthand or equivalent

Advanced typewriting

Additional electives in secretarial and office education.

c. Clerical:

Advanced typewriting

Office machines

Office management

Additional electives in business administration, business education or economics.

d. Basic Business and/or Economics:

Economics (three courses beyond principles of economics)

Additional electives in economics or business administration (except typewriting, shorthand, and office procedures).

e. Distributive Education (for teachers):

Technical distributive area, including such matters as salesmanship, merchandising, business management, personnel management, retailing.

Organization and administration of distributive education.

3. Comprehensive program. Areas of study are to be selected from 2. in addition to the core program, and including the following required areas:

Advanced typewriting or equivalent

Advanced shorthand or equivalent

Office machines

Office procedures.

4. Vocational licensure

a. Specific requirements for licensure for teaching vocational office education and distributive education are outlined in the Minnesota State Plan for Vocational Education.

b. Four thousand (4,000) hours of occupational experience (or college cooperative occupational experience equivalent) in appropriate areas of preparation are required for vocational licensure.

Vocational Teachers

1. On or after September 1, 1964, a teacher's license may be issued in the fields of vocational agriculture, vocational home economics, and vocational office education to those applicants who meet major preparation requirements as stated in the Minnesota state plan for vocational education. Questions concerning licensure in these areas should be directed to the Division of Vocational-Technical Education, Minnesota State Department of Education.

C. English or Language Arts

1. The prospective teacher of English or Language Arts shall have:

a. A teaching major in English or Language Arts of not less than 36 semester (54 quarter) hours to include academic instruction in language, literature and composition beyond the freshman English requirement in (1), (2), and (3) below, plus academic instruction in speech in each of the two following areas, (1) theory and practice of public address and (2) oral interpretation or play production and direction, in addition to such demonstration of speaking proficiency as the individual institution may normally consider appropriate. This major should include the following areas:

(1) Expository writing.

(2) The nature of language, and the historical development and present structure of English language, especially as used in the United States.

(3) Development of English and American Literature; intensive study of at least one major English or American author; theory and practice of literary criticism; analysis and interpretation of the various literary genres; literature for adolescents; literature of the 20th century and of at least one other century.

OR:

b. A teaching minor in English or Language Arts of at least 18 semester (27 quarter) hours, including academic instruction in language, literature and composition beyond the freshman English requirement, plus academic instruction in speech as defined in the major in English or Language Arts.

D. Health Teachers

A prospective teacher of health, AFTER SEPTEMBER 1, 1967, shall have successfully completed a program of preparation consisting of minor preparation in school health education or a major in biological sciences with definite prescribed areas in health and safety, including the school health education minor competencies.

1. School Health Minor. Minor preparation in health education shall consist of not less than 18 semester (27 quarter) hours with work in each of the areas listed below:

Human Sciences
Human anatomy and physiology

Personal Health

Dental Health
Foods and Nutrition
Alcohol, Tobacco and Narcotics
Mental Health
Physical Fitness
Home and Family Living
Community Health
Communicable and Noncommunicable Diseases
Environmental Sanitation
Community Health Services and Resources
Safety
Accident prevention and first aid
Instruction
Administration

2. School Health Education Major (Effective date: September 1, 1973)

a. Major preparation in health education shall consist of not less than 42 semester (63 quarter hrs.) hours of credit in the areas listed below. In each case the listed courses or their equivalents must be included.

(1) Science
Biology or Zoology
Bacteriology or Microbiology
Human sciences: physiology or anatomy

(2) Health Education Content
First Aid
Personal health and grooming
Consumer health
Physical fitness
Alcohol
Tobacco, narcotics and dangerous drugs
Environmental health
Community services and resources (Public Health)
Nutrition
Family Life
Mental health
Safety

Communicable and non-communicable diseases

(3) Behavioral Sciences
Growth and development
Social anthropology
Psychology
Sociology

(4) Professional Health Education
Instruction
Organization and administration
Curriculum
School health problems (Exceptional children)

(5) Student Teaching and Field Experiences including the following:
Student teaching in secondary health education
Coordinating the school health education curriculum K-12
Organizing and coordinating the school health services program
Coordinating the school health program with the community health services and programs

E. Teachers of Industrial Education. (Effective Date: July 1, 1979)

This regulation applies to all persons who teach Industrial Education in grades 5-12.

a. All candidates for licensure to teach Industrial Education must hold a baccalaureate degree and have successfully completed a program of teacher education which has been approved by the State Department of Education.

b. Programs submitted for approval shall include all of the following:

1. A list of program objectives regarding the development of technical knowledge and skill.

2. A list of program objectives regarding the development of educational knowledge and teaching competency.

3. A description of program components de-

scribing the activities that are designed to achieve the program objectives.

4. A description of the plan for assessing whether candidates for licensure have developed the required knowledge and skills.

5. A description of the program of clinical experiences for student teachers and interns.

The two program options shall include at least the minimum requirements as listed in sections 1 and 2 which follow:

1. A Middle School Industrial Education Teaching License (valid for teaching grades 5-9) may be granted upon the completion of an Industrial Education teacher education program in which the portions of the program dealing with (aa) below constitute at least one-third of the total baccalaureate program and in which there are the following components:

aa. Development of technical skills and knowledge in the areas of Graphic Communications, Manufacturing, Energy, and Construction together with career information, and a knowledge of the socio-economic aspects, of the cultural functions, and of the organizational strategies related to the areas mentioned above.

and

bb. The selection, adaptation, evaluation and use of strategies and materials for teaching of Industrial Education so that teaching-learning situations for which the teacher is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and the special characteristics of Industrial Education.

and

cc. Completion of a supervised practicum teaching experience in middle school.

dd. A minimum of one thousand (1000) hours of industrial wage earning experience approved by the teacher education institution or the completion of a minimum of five hundred (500) hours of participation in an industrial internship supervised by the teacher education institution.

2. A Secondary School Industrial Education

Teaching License (valid for teaching grades 9-12) may be granted upon the applicant's completion of an Industrial Education teacher education program in which the portions of the program dealing with (aa) and (bb) below constitutes at least one-third of the total baccalaureate program and in which there are the following components:

aa. The development of basic technical skills and knowledge in the areas of Graphic Communications, Manufacturing, Energy, and Construction together with career information and a knowledge of the socio-economic aspects, of the cultural functions related to the areas mentioned above.

with

bb. A concentration in at least one of the above identified areas. A concentration implies participation in learning experiences designed to develop in-depth knowledge and technical skill.

and

cc. The selection, adaptation, evaluation and use of strategies and materials for the teaching of Industrial Education so that teaching-learning situations for which the teacher is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and the special characteristics of Industrial Education.

and

dd. Completion of a supervised practicum teaching experience in a senior high school or secondary vocational center.

and

ee. A minimum of fifteen hundred (1500) hours of industrial wage earning experience in the area of concentration approved by the teacher education institution or the completion of a minimum of seven hundred fifty (750) hours of participation in an industrial internship supervised by the teacher education institution.

d. Issuance of Continuing (Five-Year) License

1. Persons trained in Minnesota institutions with approved programs in Industrial Education may receive a Continuing License by meeting requirements of appropriate regulations.

2. Persons trained in another state in a regionally accredited institution may receive an Entrance License, and are subject to the existing requirements for moving from an Entrance to a Continuing License. These persons shall also have their preservice training program reviewed by the State Department of Education and complete recommended work, if any is necessary, to make their training consistent with that described above before a Continuing License may be granted. It is recommended that this review is made early in the Entrance License period.

e. Renewal of Continuing (Five-Year) License

1. The Continuing License may be renewed according to regulations of the Board of Teaching pertaining to continuing education.

f. This provision is effective July 1, 1979, for all applicants for Entrance Licenses.

Notes: Industrial Education Resource Teacher for the Elementary School

Industrial Education teacher preparation programs shall provide the opportunity for elementary teachers and teacher candidates to complete the portion of an approved program of preparation for middle school teachers which deals with technical skills and knowledge in the areas of Graphic Communications, Manufacturing, Energy, and Construction together with career information and a knowledge of the socio-economic aspects, of the cultural functions, and of the organizational strategies related to the areas mentioned above. (See (c)(1)(aa) above). Persons selecting such a program should develop a knowledge of the methods necessary to integrate industrially-oriented activities into the elementary curriculum and classroom.

Vocational Licensure

This regulation refers to the preparation of Industrial Education teachers. In some cases, teachers with undergraduate preparation in Industrial Education may desire to become vocationally licensed in order to teach in secondary vocational programs. The Minnesota State Plan for Vocational Education indicates that 3,000 clock hours of practical experience in the related area are needed in order to become licensed. This 3,000 hour requirement can also be met through a substitute program of at least 1,500 hours of work experience in the area in which one is going to teach plus sufficient additional hours of work experience or hours in an approved industrial internship to make up the difference. Every hour completed in an industrial internship is equivalent to two hours of work experience in a related field.

F. Mathematics

1. The prospective teacher of mathematics shall have:

a. A major of at least 26 semester (39 quarter) hours, beginning at the level of calculus and analytical geometry, which shall include the following courses: One of these courses shall contain an introduction to the language of logics and sets.

(1) Three courses in analysis including two courses in calculus and analytic geometry.

(2) Two courses in abstract algebra.

(3) One course in geometry with a postulational approach and one course in the foundations of mathematics.

(4) At least one course in probability and/or mathematical statistics.

(5) The remaining credits to be earned in upper-class elective courses, e.g., introduction to real variables, number theory, topology, history of mathematics, or numerical analysis.

OR:

b. A minor of at least 18 semester (27 quarter) hours selected from the courses listed for the major, with a minimum of two courses in calculus and analytic geometry and a minimum of two courses from (2), (3), or (4) as listed for the major.

G. Modern Foreign Language

The prospective teacher of modern foreign language shall on and after September 1, 1965 meet one of the following sets of requirements.

1. Modern Foreign Languages, Grades 1-12. Requirements.

a. A Bachelor's degree upon the completion of a teacher education program with a language major from an accredited teacher preparing institution.

b. 18 semester (27 quarter) credits in education including a methods course in foreign language teaching at both the elementary and secondary levels and supervised student teaching at both levels.

c. A rating Good or Superior by the language department of a teacher preparing institution in five of the seven competencies defined in the Modern

Language Association of America (MLA) "Qualifications for Secondary School Teachers of Modern Foreign Languages" and at least a minimal rating in the remaining two competencies. The five competencies are to include aural understanding, speaking, reading and writing.

2. Modern Foreign Languages, Secondary School. Requirements:

a. Those with a major in the language.

(1) A Bachelor's degree upon the completion of a teacher education program with a language major from an accredited teacher preparing institution.

(2) 18 semester (27 quarter) credits in education including methods and supervised teaching at the secondary level.

(3) A rating of Good or Superior by the language department of the teacher preparing institution in four of the seven competencies defined in the MLA "Qualifications for Secondary School Teachers of Modern Foreign Languages" and at least a minimal rating in the remaining three competencies. The four competencies are to include aural understanding, speaking, and reading.

b. Those with a minor in the language.

(1) A Bachelor's degree upon the completion of a teacher education program from an accredited teacher preparing institution with a minimum of 20 semester (30 quarter) credits in each foreign language to which he is assigned.

(2) 18 semester (27 quarter) credits in education including a methods course and/or supervised student teaching of a language.

3. Modern Foreign Language, Elementary School. Requirements:

a. A Bachelor's degree upon the completion of a teacher education program from an accredited teacher preparing institution with a minimum of 20 semester (30 quarter) credits in each language to which one is assigned. One semester credit may be allowed for each unit of high school language, but not to exceed three.

b. 30 semester (45 quarter) credits in education including a methods course in the teaching of

foreign languages and supervised student teaching at the elementary level in the usual subject matter areas.

c. A rating of Good or Superior by the language department of the teacher preparing institution in the competency of speaking as defined in the MLA "Qualifications for Secondary School Teachers of Modern Foreign Languages."

4. Modern Foreign Language, Teacher from Another Country. An accredited teacher preparing institution may recommend a native speaker of a modern foreign language for licensure as a teacher in category 1, 2, or 3 when he has met the following requirements:

a. An education comparable to that of a Bachelor of Arts or Science in the United States as determined by the teacher preparing institution.

b. A sound knowledge of the structure of English and of the native language as determined by the teacher preparing institution.

c. 18 semester (27 quarter) credits in education including a methods course in the teaching of foreign languages and supervised practice teaching in the language.

d. A rating of Good or Superior by the language department of the teacher preparing institution in six of the seven competencies as defined in the MLA "Qualifications for Secondary School Teachers of Modern Foreign Languages" and at least a minimal rating in the one remaining competency.

5. Modern Foreign Language, a Teacher to Supervise Instruction, grades 1-12. Requirements:

a. A Master's degree with a major in a modern foreign language or a major in the teaching of modern foreign languages from an accredited teacher preparing institution.

b. 18 semester (27 quarter) credits in education including a methods course in foreign languages from an accredited teacher preparing institution.

c. A rating of Good or Superior by the language department of the teacher preparing institution in six of the seven competencies defined in MLA "Qualifications for Secondary School Teachers of Modern Foreign Languages" and at least a minimal

rating in the remaining competency. The six competencies are to include aural understanding, speaking, reading, writing and professional preparation.

d. At least two years of successful teaching experience as a teacher of modern foreign languages in either the elementary or secondary school.

H. Teachers of Music

1. Structure of the music education program. All candidates for licenses to teach music shall hold a baccalaureate degree and have satisfactorily completed a program which has been approved by the Minnesota Department of Education consisting of the following:

a. a Music Core equivalent to at least 25% of the total baccalaureate degree requirement, and

b. one or more of the following areas of music specialization each of which is equivalent to at least 20% of the total baccalaureate degree requirement: Band K-12 and Classroom Music 5-12; Orchestra K-12 and Classroom Music 5-12; Vocal and Classroom Music K-9; Vocal and Classroom Music 5-12, and

c. a professional education program, including specialized methods and student teaching, equivalent to at least 15% of the total baccalaureate requirement, and

d. evidence of competence in the areas enumerated in sections 3 and 4 which follow.

2. Teacher assignment. Licensed elementary school teachers employed in grades K-6 working in teams or other cooperative arrangements shall hold the appropriate music licensure if more than 33% of a teaching assignment is in music. All other teachers of music in grades K-12 shall hold the appropriate licenses for each music teaching assignment. Except for licensed elementary school teachers employed in grades K-6 working in teams or other cooperative arrangements whose teaching assignment in music is not more than 33%, it is the intent of this regulation to preclude the teaching of music by persons with minors or less than the preparation outlined in this regulation and to assure that preparation is appropriate for teaching assignments in the four areas of specialization enumerated in item 1.

3. Core preparation: The music core shall consist of the following areas:

a. Producing sounds. Music educators shall:

(1) be competent performers on an instrument or with the voice, with ability sufficiently advanced to assure musically accurate and expressive performance.

(2) be able to organize, rehearse, and conduct large and small ensembles.

(3) be able to perform adequately on the keyboard so as to play simple accompaniments and study scores.

(4) be able to improvise by means of their major performing medium.

(5) have a basic knowledge of and experience in playing fretted instruments: reading chord charts and simple strumming techniques.

b. Organizing Sounds. Music educators shall:

(1) be acquainted with the process of composing music and develop skills sufficient to compose in a variety of styles and simple forms.

(2) be able to arrange and adapt music creatively from a variety of sources to meet the needs and ability levels of school performance groups.

c. Describing Sounds. Music educators shall:

(1) be able to identify and explain structured forms, procedures, and compositional devices employed in all musics.

(2) know the representatives musical forms, styles, performance practices, performance media as well as representative composers and compositions for all periods and cultures.

(3) have a basic knowledge of instrumental and vocal techniques: tone production, articulation and diction, voice placement and changing voice, and interpretation of fingering charts.

(4) have a broad knowledge of music materials and literature for students of all age groups, abilities, and performance media.

(5) be able to demonstrate appropriate physical response to music: rhythmic movement, improvised movement, dance.

d. Music educators shall demonstrate personal qualities and knowledge that will facilitate interpersonal relationships and enhance student learning including:

(1) knowledge and skill to relate to students and colleagues of varying backgrounds and be able to utilize cultural developments from all societies.

(2) knowledge and skill to develop relationships between music and other arts and disciplines.

(3) knowledge of learning theories and the scientific method and their applications to the physical and social sciences.

(4) knowlege and skill in communicating the art of music which includes the selection, adaptation, evaluation, and use of strategies and materials for the teaching of music so that teaching—learning situations for which the teacher is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and the special characteristics of the discipline of music.

4. Preparation in Specialized Areas.

a. Band K-12, and Classroom Music 5-12

(1) Producing sounds. Band specialists shall:

a) be able to demonstrate solo performance ability on at least one instrument of the wind or percussion families: an advanced level of accomplishment on the major instrument illustrating an understanding of solo repertoire of different styles, periods, and composers.

b) in addition to their major performing instrument, be able to demonstrate performance ability on one secondary instrument of a different family of wind or percussion.

c) be able to demonstrate an advanced performance ability on their major instrument in large and small ensembles. They should also be able to demonstrate an intermediate performance ability on their secondary instrument in large and small ensembles.

d) be able to interpret condensed and full scores designed for band and be able to anticipate fingering problems, articulation difficulties, and other problems relative to wind and percussion instru-

ments. They should also be able to demonstrate a thorough knowledge of baton and rehearsal techniques.

(2) Organizing sounds. Band specialists shall:

a) be able to demonstrate ability to arrange musical selections for marching band, large and small ensembles of various combinations of wind and percussion instruments and containing varied ability grouping.

(3) Describing sounds. Band specialists shall:

a) have knowledge of specific repertoire and instructional materials for beginning, intermediate, and advanced levels of solo, small, and large ensemble performance for wind and percussion instruments.

b) be able to demonstrate basic performance and pedagogical knowledge of all wind and percussion instruments and should be able to teach beginning students effectively.

c) be familiar with the construction and mechanisms of wind and percussion instruments and be able to make minor repairs and adjustments.

b. Orchestra K-12 and Classroom Music 5-12

(1) Producing sounds. Orchestra specialists shall:

a) be able to demonstrate solo performance ability on at least one instrument of the string family: violin, viola, cello, bass; and advanced level of accomplishment on the major instrument illustrating an understanding of solo repertoire of different styles, periods, and composers.

b) be able to demonstrate performance ability on one secondary instrument of the string family.

c) be able to demonstrate an advanced performance ability on their major instrument in large and small ensembles. They should also be able to demonstrate an intermediate performance ability on their secondary instrument in large and small ensembles.

d) be able to interpret instrumental scores and demonstrate understanding of editing problems; i.e., bowings, fingerings, articulation. They should

also be able to demonstrate a thorough knowledge of baton and rehearsal techniques.

(2) Organizing sounds. Orchestra specialists shall:

a) be able to demonstrate ability to arrange musical selections for large and small ensembles, containing varied ability groupings, and large and small ensembles with string and wind and percussion instruments.

(3) Describing sounds. Orchestra specialists shall:

a) have knowledge of specific repertoire and instructional materials for beginning, intermediate, and advanced levels of solo, small and large ensemble performance for string instruments.

b) be able to demonstrate basic performance and pedagogical knowledge of all four string instruments and should be able to teach beginning students effectively.

c) be familiar with the construction and mechanisms of string instruments and be able to make minor repairs and adjustments.

d) in addition to having basic knowledge of the instruments of the string family, also be able to demonstrate basic konwledge of representative wind and percussion instruments.

c. Vocal and Classroom Music K-9

(1) Producing sounds. Vocal specialists shall:

a) be able to demonstrate solo performance ability vocally: an advanced level of accomplishment, illustrating an understanding of solo repertoire of different styles, periods, and composers.

b) in addition to their major performing medium, be able to demonstrate performance ability on an instrument, wind, string, percussion, or keyboard.

c) be able to play accompaniments of representative choral literature and materials.

d) be able to demonstrate advanced performance ability in large and small ensembles in the major performing medium, voice, and intermediate performance ability on an instrument in large and small ensembles.

e) be able to interpret choral scores, ranging from single line monophonic to 3 and 4 parts, and be abel to anticipate problems of range, tessitura, articulation, and phrasing.

(2) Organizing sounds. Vocal specialists shall:

a) be able to demonstrate ability to arrange musical selections for abilities and groupings represented by K through 9, and also arrange for choral groups with addition of instruments from the simple classroom instruments to instruments of the string, wind, percussion, and keyboard families.

(3) Describing sounds. Vocal specialists shall:

a) have knowledge of specific repertoire and instructional materials for the beginning and intermediate levels of singing, and representative literature for small and large vocal ensembles.

b) be able to demonstrate a thorough knowledge of vocal techniques: tone production, voice placement, changing voice, range, and diction.

d. Vocal and Classroom Music 5-12

(1) Producing sounds. Vocal specialists shall:

a) be able to demonstrate solo performance ability vocally: an advanced level of understanding of different styles, periods, composers. and solo repertoire.

b) in addition to their major performing medium, be able to demonstrate solo performance ability on a secondary or minor instrument; wind, string, percussion, or keyboard.

c) be able to play accompaniments of representative choral literature and materials.

d) be able to demonstrate thorough performance ability in large and small ensembles in both major performing medium; voice, and the secondary or minor instrumental area.

e) be able to interpret choral scores ranging from monophonic to polyphonic and double choir and be able to anticipate problems of range, tessitura, articulation, and phrasing.

f) be able to interpret choral scores with

instrumental parts, string, wind, percussion, and keyboard and be able to anticipate problems with the addition of instruments.

(2) Organizing sounds. Vocal specialists shall:

a) be able to demonstrate ability to arrange musical selections for abilities and groupings represented by 5 through 12, and also arrange for choral groups with addition of instruments of the string, wind, percussion, and keyboard families.

(3) Describing sounds. Vocal specialists shall:

a) have knowledge of repertoire and instructional materials for beginning, intermediate, and specific advanced levels of solo, small, and large ensemble performance.

b) be able to demonstrate a thorough knowledge of vocal techniques: tone production, voice placement, changing voice, range, and diction.

5. Program development, approval, and implementation.

a. Evidence shall be provided to show that programs submitted for approval have been developed with participation from the college departments involved with the proposed teacher education programs, from elementary school teachers, secondary school teachers, and school administrators as well as from students and interested citizens.

b. Programs submitted for approval shall include all of the following:

(1) A rationale which sets forth the view of the institution with respect to the roles of teachers of music.

(2) An enumeration of specific teacher competencies to be developed in the proposed program including competencies in the core and in each of the areas of specialization.

(3) A description of program components which includes statements which specifically relate individual components of the program to the competencies required of all prospective music teachers.

(4) A plan for assessing the individual candidate's development of the required competencies.

6. Programs may be approved which vary in curricular design provided that program components meet the requirements in 1, 2, 3, 4, and 5, above, and that these components provide education personnel who are recommended for licensure with the knowledge, skills, and understanding specified in regulations for each licensed area. When the term competency is used, it is understood that other appropriate terms which refer to learning outcomes may be substituted. Examples of such terms are: knowledge, skills, and understandings.

7. Continuing licensure. The issuance of the first continuing license is contingent upon:

a. The candidate's possession of a previously issued valid and appropriate entrance license, and

b. One year of successful experience in teaching music.

c. The continuing license may be renewed according to general rules of the Board of Teaching pertaining to continuing education.

8. This provision is effective July 1, 1982, for all applicants for entrance licenses.

All persons holding licenses as teachers of music prior to July 1, 1982, based on less than major preparation who have not moved to a major in music prior to July 1, 1982, shall meet the requirements of this regulation at the time of the first renewal after July 1, 1982.

I. Physical Education Major (Effective date: September 1, 1973)

Major preparation in physical education shall consist of not less than 42 semester (63 quarter) hours of credit in the areas listed below. In each case the listed courses or their equivalents must be included.

1. Two basic sciences, one of which shall include a laboratory experience selected from the following: biology, chemistry, physics. NOTE: All three plus mathematics are desirable.

Anatomy, human physiology. NOTE: Laboratory work in these areas is strongly recommended.

Social sciences: psychology and sociology or anthropology.

2. Activity skills

a. The professional skill courses shall include emphasis at both the elementary and secondary levels. Such courses shall be advanced professionalized courses to emphasize performance, analysis of skill movements, officiating, knowledge of rules, strategy and testing.

b. The program of activities shall be well balanced to include activities from each of the following areas:

Team sports such as basketball, soccer, softball, speedball, volley ball, ice hockey, field hockey.

Individual and dual sports, such as archery, badminton, bowling, golf, ice skating, skiing, tennis, track and field, wrestling.

Rhythms, such as creative rhythms, singing games, folk, square, ballroom and modern dance.

Lead up games and games of low organization such as tag, dodge ball, captain ball, line soccer.

Aquatics, such as swimming, diving, life saving, small craft.

Conditioning exercises, weight training, and/or body mechanics.

3. Professional physical education

a. Preparation in each of the following areas shall give attention to both elementary and secondary education:

History, principles and philosophy of physical education.

Curriculum of physical education.

Adapted physical education.

Measurement and evaluation in physical education.

Methods and materials of physical education, including water safety instruction or equivalent for potential aquatic teachers.

Personal and community health, first aid and safety, and care and prevention of athletic injuries.

Administration and organization of physical education.

Extra class activities.

Applied science (kinesiology or body mechanics, physiology of activity).

4. Student teaching. Public school instructional experience at both elementary and secondary levels should be included.

J. **Science** (Valid until July 1, 1979)

1. The prospective teacher of science shall have:

a. A major of at least 24 semester (36 quarter) hours in biology or chemistry or physics or earth science, and a minor of at least 18 semester (27 quarter) hours in another area of science, or 18 semester (27 quarter) hours of mathematics: OR

b. A broad major in the physical or earth or biological sciences of at least 42 semester (63 quarter) hours.

2. Combined programs of mathematics and science, particularly the physical sciences, leading to a major in the one field shall be encouraged, especially for the prospective teacher of both science and mathematics in the small secondary school. In combination programs of mathematics and science, or several sciences, the significant requirement shall be that credits equivalent to a minor of 18 semester (27 quarter) hours be presented in each senior high school science subject to be taught, and 18 semester (27 quarter) hours in mathematics.

(a) **Science** for grades 5-9 and grades 7-12. (Effective date July 1, 1979)

(1) For the purpose of this rule the sciences shall comprise the following areas: earth science, including geology, astronomy and meteorology; physical science, including chemistry and physics; life sciences, including botany, zoology, and other appropriate realms of biology; broad area science, including basic elements of life, earth, and physical sciences.

(2) All candidates for licenses to teach science, which includes earth science, physical science, and life science and broad area science, shall hold a baccalaureate degree and have satisfactorily completed a program which has been approved by the

state department of education for science teachers in grades 5-9 or in grades 7-12.

(3) All candidates recommended for licensure as science teachers shall have satisfactorily completed programs which provide experiences that enable them to develop broad basic knowledge and skills in earth science, in life science, and in physical science. The broad base shall include no less than twenty percent of the total baccalaureate program distributed equitably across the areas listed in (1) above, and, in addition either:

(aa) Experiences which enable the candidate to acquire additional broad knowledge and skills in earth science, in life science, and in physical science to teach science in grades 5-9. These additional experiences shall be equivalent to no less than twenty percent of the total baccalaureate program and shall be distributed across the areas in approximately equal proportions.

OR

(bb) Experiences which enable the candidate to develop a high level of competency in at least one of the three major disciplines necessary to teach that special area of science in grades 7-12. These additional experiences shall be equivalent to no less than twenty percent of the total baccalaureate program.

(4) (aa) All candidates who request licensure based on minor preparation in either life science or earth science shall have the experiences necessary to develop the broad basic competencies required of all science teachers, plus at least the additional preparation in the specific science area in which they desire to teach equivalent to that specified for that area.

(bb) All candidates who request licensure based on minor preparation in physical science may, upon compliance with the following, be licensed in either chemistry or physics. All candidates who request such licensure shall have the experiences necessary to develop the broad basic competencies required of all science teachers. In addition, such candidates shall have preparation in the subject area (chemistry or physics) for which they seek licensure equal to at least ten percent of their total baccalaureate program.

(5) Evidence shall be provided to show that

programs submitted for approval have been developed with participation from the college departments involved with the proposed teacher education programs, from elementary school teachers, secondary school teachers, and school administrators as well as from students and interested citizens.

(6) Programs submitted for approval shall include all of the following:

(aa) A rationale which sets forth the view of the institution with respect to the role of teachers of science.

(bb) Evidence that the program is based on a study conducted to determine the academic work which is necessary to prepare candidates to teach in the areas of science normally offered at the levels for which licensure is being requested.

(cc) An enumeration of specific teacher competencies to be developed in the proposed program. Included among others shall be competencies in the following areas:

—personal human qualities that will facilitate interpersonal relationships and enhance student learning

—knowledge of the intellectual and philosophical nature of science

—knowledge and experience necessary to illustrate the cultural and historical significance of science to social conditions

—application of analytical methods of science in multidisciplinary approaches to studying and solving problems of science and of society

—knowledge and skill necessary to seek out and study new concepts, together with the ability to synthesize these concepts meaningfully and to communicate them to persons for whom the ideas are also new

—the selection, adaptation, evaluation and use of strategies and materials for the teaching of science so that teaching-learning situations for which the teacher is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and

the special characteristics of the science disciplines.

(dd) A description of program components which include statements which relate individual program components to the competencies, knowledge and skills to be developed by candidates.

(ee) A plan for assessing the level of performance of each candidate recommended for licensure which ascertains the individual candidate's development of the required competencies.

(7) The continuing license may be renewed according to general rules of the State Board of Teaching pertaining to continuing education.

(8) This provision is effective July 1, 1979, for all applicants for entrance licenses.

(d) **Social Studies in secondary schools.** (Effective date July 1, 1979)

(1) The social studies include the following areas of the social sciences: anthropology, economics, geography, history, political science, psychology, and sociology, as well as interdisciplinary studies involving the social sciences.

(2) All candidates for licensure to teach in the social studies, which include all fields within the social studies as well as interdisciplinary or broad area courses within the social studies, must hold a baccalaureate degree and have satisfactorily completed a program which has been approved by the state department of education. A minimum of one-third of the total baccalaureate program, or the equivalent, shall be devoted to the development and the demonstration of competencies specified in (3), which follows;

(3) All candidates recommended for licensure shall have satisfactorily completed programs which provide for the development and evaluation of competencies in all of the areas which follow:

(aa) Achievement of pupil progress toward cognitive and affective goals identified for the candidate's social studies teaching.

(bb) Ability to demonstrate behaviors in classroom and other teaching situations which facilitate pupils' development toward cognitive and affective goals in the social studies.

(cc) Knowledge of the social sciences as disciplines, including ways of structuring, types of analytical questions, methods of advancing knowledge, major competing theories, the changing nature of fields, and ways of keeping current with developments in the fields, together with the ability to integrate and apply this knowledge to the development and evaluation of curriculum and instructional materials and to the candidate's work in the classroom.

(dd) Behaviors which model those which are identified as goals for pupils.

(ee) Knowledge of principles of learning, including both cognitive and affective learning, adolescent psychology, individual differences, and social studies methods, curriculum, and materials of instruction, together with the ability to apply this knowledge to the development and evaluation of teaching plans and instructional materials as well as in classroom teaching and other work with pupils.

(ff) Knowledge of ways of using community resources in teaching, of promoting good relationships between the school and the community, and of the professional role of the teacher beyond the classroom situation, together with the ability to apply this knowledge to work within the school.

(4) Evidence shall be provided to show that programs submitted for approval have been developed with appropriate participation from elementary school teachers, secondary school teachers, and administrators in schools which work with the training institutions as well as from students and interested citizens. Programs submitted for approval shall include all of the following:

(aa) A statement of rationale which sets forth the view of the institution with respect to the role of social studies teachers.

(bb) An enumeration of specific teacher competencies to be developed in the proposed program including competencies in each of the broad categories listed in (3), above.

(cc) A description of program components which includes statements which specifically relate individual components of the program to the competencies required of all prospective social studies teachers.

(dd) A plan for assessing the individual

candidate's development of the required competencies.

(5) The issuance of the first continuing certificate is contingent upon:

(aa) The candidate's possession of a previously issued valid and appropriate entrance license, and

(bb) One year of successful experience in teaching social studies during the time that the applicant holds an appropriate entrance license.

(6) The continuing license may be renewed according to general rules of the Board of Teaching pertaining to continuing education.

(7) This provision is effective July 1, 1979, for all applicants for entrance licenses.

K. **Social Studies** (Valid until July 1, 1979)

1. The prospective teacher of social studies shall have:

a. A broad major in social studies consisting of at least 40 semester (60 quarter) hours of work in the area, including at least one course in college history, geography, economics, political science, and sociology or anthropology, with a 24 semester (36 quarter) hour concentration in history or geography, or the other social studies combined. If the prospective teacher meets these requirements, he should be fully licensed as a social studies major or a major in any one of the social sciences.

OR:

b. A minor in social studies, history, geography, political science, economics, or sociology consisting of:

(1) At least 24 semester (36 quarter) hours of credit in the social sciences.

(2) A concentration of 14 semester (21 quarter) hours of credit in history, geography, or the other social sciences combined.

(3) At least one course in history, geography, political science, economics, and sociology or anthropology.

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L. Teachers of Speech and Theatre Arts, Minimum Preparation Requirements (Effective Date: September 1, 1971)

Major requirements. The prospective teacher of speech and theatre arts applying for major licensure shall have not less than 45 quarter (30 semester or equivalent) hours in any one of three patterns:

1. Speech-Theatre Arts Major

a. A minimum of 27 quarter (18 semester or equivalent) hours in areas of study and competence described in the general speech-theater arts core: These are areas of competence not courses.)

(GENERAL SPEECH-THEATRE ARTS CORE)

(1) Theory and practice in theatre arts (e.g., acting, directing, history and criticism, and technical theatre).

(2) Theory and practice in advanced public speaking.

(3) Speech science (e.g., phonetics, pathology, audiology).

(4) Theory and practice in deliberative processes (e.g., argumentation, discussion).

(5) Theory and practice in oral interpretation of literature.

(6) Rhetoric and communication (e.g., introduction to rhetorical theory, history and criticism of public address, communication theory, language and human behavior.)

(7) Theory and appreciation of the popular arts (e.g., radio, film, television).

(8) Participation in at least two activities: college forensics, interpretation, theatre activities, or broadcasting.

b. A minimum of 18 quarter (12 semester or equivalent) hours of advanced or additional work elected from the areas of study listed in the general speech-theatre arts core.

2. Speech Major

a. A minimum of 27 quarter (18 semester or equivalent) hours in areas of study and competence described in the general speech core:

(GENERAL SPEECH CORE)

(1) Theory and practice in advanced public speaking.

(2) Speech science (e.g., phonetics, pathology, audiology).

(3) Theory and practice in the deliberative processes (e.g., argumentation and discussion).

(4) Theory and practice in oral interpretation.

(5) Rhetoric and communication (e.g., introduction to rhetorical theory, history and criticism of public address, communication theory, language and human behavior.)

(6) Participation in forensics.

(7) Theory and practice in broadcast media.

b. A minimum of 18 quarter (12 semester or equivalent) hours of advanced or additional work elected from the area of study listed in the general speech core.

3. Theatre-Arts Major

a. A minimum of 27 quarter (18 semester or equivalent) hours in areas of study and competence described in the general theatre-arts core:

(GENERAL THEATRE-ARTS CORE)

(1) Theory and practice in theatre arts (acting, directing, technical theatre).

(2) History and criticism of theatre.

(3) Speech science (e.g., phonetics, voice and diction).

(4) Theory and practice in oral interpretation.

(5) Theory and appreciation in the popular arts (e.g., radio, film, television).

(6) Participation in interpretation and/or theatre activities.

(7) A minimum of 18 quarter (12 semester or equivalent) hours of advanced or additional study elected from the areas of study listed in the general theatre-arts core.

b. Minor licensure requirements. For minor

licensure, a prospective teacher shall have not less than 24 quarter (16 semester or equivalent) hours, as prescribed in each minor:

(1) Speech-Theatre Arts Minor: A minimum of 24 quarter (16 semester or equivalent) hours in not less than 7 of the 8 areas of study and competence described in the general speech-theatre arts core.

(2) Speech Minor: A minimum of 24 quarter (16 semester or equivalent) hours in not less than 6 of the 7 areas of study and competence described in the general speech core.

(3) Theatre-Arts Minor: A minimum of 24 quarter (16 semester or equivalent) hours in not less than 5 of the 6 areas of study and competence described in the general theatre-arts core.

NURSERY SCHOOL TEACHERS

A. Regular License

1. A license for nursery school teaching may be issued to an applicant who has completed the requirements for a Bachelor's Degree (BA or BS) from an accredited college or university. Course work, which must be completed prior to licensure, shall include at least 18 semester (27 quarter) hours of credit in a planned program including the following areas:

Preschool or Nursery School Education

Early Childhood Education

Child Development or Child Psychology

Family Life Development

a. Not less than 10 semester (15 quarter) hours of this credit must be obtained in nursery school and/or early childhood education.

b. Not less than 2 semester or 3 quarter hours of this credit requirement shall be spent in student teaching in nursery school.

c. Licensure may be granted to qualified persons upon recommendation by the college or university maintaining an approved four-year degree program of preparation for nursery school teaching. Such recommendation must attest to the completion of the program.

2. Licensed kindergarten and elementary school teachers who have not prepared to teach in nursery

school but who wish to do so, shall take one course in nursery school education either as a part of, or in excess of, the requirements for kindergarten and/or elementary education. In addition, they must have 2 semester (3 quarter) hours of credit in student teaching in nursery school.

3. An initial license is valid for two years and may be renewed for a period up to five years.

B. Provisional License.

1. A provisional license may be issued to an applicant who can submit evidence of having earned 60 semester (90 quarter) hours of credit in a regionally accredited college or university or in a junior college whose credits are accepted by an accredited college or university. The applicant must have earned a minimum of 6 semester (9 quarter) hours of work in nursery school or early childhood education as a part of or in addition to the 60 semester (90 quarter) hours.

The provisional license will be issued for two years and may be renewed for three-year periods upon evidence that the applicant has completed, within the period the license was in force, not less than 4 semester (6 quarter) hours of credit in one of the following ways:

a. The prescribed course for nursery school licensure in a college or university approved for nursery school teacher education by the Board of Teaching.

b. In approved courses or workshops as determined by the State Department of Education.

C. Temporary Permit (Limited Permit)

1. A temporary permit may be issued for one year to a person not fully meeting the requirements for a provisional license upon the written request of the director of the nursery school or the chairman of the sponsoring board certifying that a qualified person is not available and requesting permission to employ said applicant. This permit may be renewed annually provided the applicant shall meet in-service training requirements of the Board of Teaching (9 quarter hours of credit earned during period of limited permit).

PARA-PROFESSIONAL PERSONNEL
A Position Statement

A critical issue in today's schools is the proper

utilization of services of teacher aides and other para-professional helpers. If the service of para-professional* personnel is to be effectively and efficiently utilized, the relevant decisions must be made by the professional who is being assisted.

The complexity and diversified nature of the educational function we call teaching does not lend itself to analysis and division of duties which can be clearly labeled "professional" and "other". There is a logical alternative which recognizes the professionalism of the teacher. That alternative is to define the professional role of the teacher and reserve that role for professionals while relegating other tasks to the helping person at the discretion of the professional teacher.

A. The professional responsibilities of the teacher include:

1. The organization and management of the classroom.

2. The planning of teaching strategies.

3. The direction of learning experiences of all assigned pupils.

a. The assessment of the individual needs of the pupils;

b. The selection of materials to meet pupil needs;

c. The evaluation of pupil progress.

4. The assessment of the skills and abilities of the para-professional and the assignment of duties within the limits of the aide's competence.

B. The responsibility of the para-professional is to assist the teacher by performing tasks which are assigned and directed by that teacher. These tasks cannot infringe upon the professional responsibilities reserved for teachers, but aides may assist the teacher in meeting his responsibilities.

C. The principal is responsible for the assignment of para-professional personnel to his staff and dele-

*The term "para-professional" refers to those persons who are not professional educators but who play a role in the school's instructional program. It does not include those whose duties are exclusively devoted to food service, building service or clerical activities (including aides working exclusively as clerical aides to teachers)

gation of appropriate supervisory functions. He retains his overall supervisory responsibilities for the school and the entire staff.

Other professional staff members, such as counselors and social workers, public health nurses, may also have para-professional helpers. While the exact responsibilities of persons in such fields will differ somewhat from those of the teaching staff, the relationship between the professional and the para-professional will be governed by the same guidelines as those cited for teachers and aides.

No distinction is intended between para-professional personnel who are paid and those who are volunteers.

READING

Licensure for any of the positions in the area of reading will be granted to persons who are recommended by a college or university maintaining the following approved or comparable program of preparation. Such recommendation must attest to the completion of the program.

A. **Elementary remedial reading teachers.** Requirements:

1. An elementary school teacher's license, based on a bachelor's degree

2. Two years of successful elementary teaching experience

3. One course in each of the following five areas:

   Developmental reading

   Diagnosis and correction of reading difficulties

   Individual mental testing or the use and interpretation of mental tests

   Practicum in analysis of reading difficulties

   Practicum in correction of reading difficulties

B. **Secondary remedial reading teachers.** Requirements:

1. An elementary or secondary school teacher's license, based on a bachelor's degree

2. Two years of successful elementary or secondary teaching experience

3. One course in each of the following six areas:

Elementary developmental reading

Secondary developmental reading

Diagnosis and correction of reading difficulties

Individual mental testing or the use and interpretation of mental tests

Practicum in analysis of reading difficulties

Practicum in correction of reading difficulties

C. **Secondary developmental reading teachers.** Requirements:

1. An elementary or secondary school teacher's license based on a bachelor's degree.

2. Two years of successful elementary or secondary teaching experience

3. One course in each of the following four areas:

Elementary developmental reading

Secondary developmental reading

Diagnosis and correction of reading difficulties

Adolescent literature.

D. **Reading Consultant.** Requirements:

1. An elementary or secondary school teacher's license.

2. A master's degree

3. Three years of teaching experience, including one year as a "reading" teacher

4. One course in each of the following areas:

Developmental reading, elementary and secondary

Diagnosis and correction of reading difficulties

Individual mental testing

Practicum in analysis of reading difficulties

Practicum in correction of reading difficulties

Survey courses in exceptional children

Administration and supervision of the reading program.

5. Not less than three courses to be chosen from the following areas:

Language arts
Educational research in reading or educational diagnosis
Other learning difficulties, e.g., spelling, arithmetic
Mental hygiene and/or personality
Advanced psychological testing
Principles and procedures in guidance
Other courses in special education
Children's and/or adolescent literature.

RECREATION PERSONNEL

Licensure as recreation personnel may be granted to persons who desire such licensure and who have satisfactorily completed college or university programs which have been approved by the state department of education. Persons not desiring such licensure shall meet the requirements of (b).

(a) Recreation Directors and Instructors

(1) For the purpose of this rule, the terms "director" and "instructor" may be used interchangeably.

(2) A recreation director or instructor is a person who is employed by a school board or cooperating agency to organize and direct the local recreation program.

(3) Requirements: A baccalaureate degree with a college major in the field of recreation leadership.

(b) Other Recreation Personnel which may include directors and instructors not desiring licensure.

(1) Other recreation personnel work as specialists in various areas of recreation.

(2) Requirements: They shall possess special abilities, qualities of leadership, and general fitness to work in the local recreation program. Such personnel shall be approved by the local board of education and will not hold state certification.

(c) Effective Date July 1, 1973.

SCHOOL BUSINESS OFFICERS

(PERMISSIVE)* (Effective Date: October 10, 1967

A. Definition. The School Business Officer shall be that school district employee designated by the Superintendent of Schools and the Board of Education to administer the business affairs of the school district. He shall be directly responsible to the Superintendent of Schools, and through him to the school board. The duties of the School Business Officer may include areas such as budgeting and financial planning, board investments, audits, payroll and personnel records management, purchasing and supply management, insurance program, food service, transportation, debt service, and such other duties as may be assigned by the Superintendent of Schools.

B. The School Business Officer may have an Administrator's License based on one year of preparation beyond the baccalaureate degree.

C. Professional License

1. Scope and Time Validity. The Professional School Business Officer's License shall qualify the holder thereof to serve as a School Business Officer in any school district, with duration and renewal of license in conformity with the conditions for all professional certificates.

2. Recommendation of Institution. The Professional License will be granted upon the recommendation of an institution that has been approved by the Board of Teaching, such recommendation attesting to the completion of the program of preparation.

3. Preparation. A master's degree in accountancy, business administration, or general school administration from a recognized graduate school approved by the State Department of Education to include:

a. At least 6 quarter hours in accounting or accounting methods including fund accounting;

b. At least 6 quarter hours in public school administration, school business management, school

*M.S. 121.11 Subd. 13 states: ". . . The state board shall issue licenses to such persons (school business officers) as the state board finds to be qualified therefor. Nothing in this subdivision shall prohibit a school board from hiring a non-licensed business officer to have general responsibility under the superintendent for the administration of the business affairs of the district."

facility planning, school finance, or similar areas of management activities;

c. At least 6 quarter hours in educational philosophy, history, and curriculum; and

d. At least 3 quarter hours in data processing, systems design, or similar areas.

4. Experience. Five years of successful experience as a teacher or business officer, at least two years of which must be in a position requiring administrative or supervisory responsibility.

D. Standard License

1. Preparation. A Bachelor's degree in accountancy, business administration, or education, granted by a college or university approved by a recognized accrediting agency.

2. Basis for Issuance

a. The Standard License may be issued at the written request of a superintendent of schools to an applicant who has stated his intent to meet the continuing requirements for the attainment of a Professional School Business Officer's License, within the period of time specified in section 3, below.

3. Time Validity. The Standard School Business Officer's License is valid for two years. It may be renewed for five years after 15 quarter hours of graduate credit, applicable to Professional Licensure in School Business Management, have been earned. It will not be renewable at the end of the five-year period. During the seven years of its validity the requirements of a Professional License must be met.

SCHOOL NURSE

The Board of Teaching will issue licenses as school nurse to applicants who meet the requirements of this section. Nothing in this section shall prohibit a school board from hiring non-licensed registered nurses to provide nurse services under the direction of the superintendent or of a licensed school nurse.

A. Professional license (for Public Health Nurses)

1. A professional license as school nurse, valid for two years, may be granted to an applicant who fulfills the following requirements:

a. Current registration to practice as a licensed registered nurse in Minnesota, and

b. A baccalaureate degree from a regionally accredited college or university, and

c. Licensed as a public health nurse pursuant to M.S. 145.10.

2. Renewal of two year license

a. May be renewed for five years after one year of successful experience.

OR

B. Professional license (for registered nurses who hold a baccalaureate degree)

1. A professional license as a school nurse, valid for two years, may be granted to an applicant who fulfills the following requirements:

a. Current registration to practice as a licensed registered nurse in Minnesota, and

b. A baccalaureate degree from a regionally accredited college or university.

2. Renewal of two year license

a. May be renewed for five years after one year of successful experience, and

b. A minimum of nine quarter or six semester hours of credit in college courses which must be earned from two of the four following fields:

Curriculum

Education of Exceptional Children

Educational Psychology

School Health Instruction or School Health Program.

C. The five-year Professional License may be renewed according to general rules of the Board of Teaching pertaining to continuing education.

SCHOOL PSYCHOLOGIST

A. School Psychologist I

1. Minimum requirements for licensure of School Psychologist I, valid for two years:

a. Completion of a master's degree from a program approved by the state department of education.

2. Renewal of the School Psychologist I license contingent upon:

a. Two years of satisfactory experience as a school psychologist.

B. School Psychologist II

1. Minimum requirements for licensure as School Psychologist II, valid for two years:

a. Completion of a program approved by the state department of education leading to an Education Specialist or its equivalent.

2. Renewal of the School Psychologist II license contingent upon:

a. Two years of satisfactory experience as a school psychologist.

3. Any school psychologist who was licensed on or before September 1, 1970, shall be issued, upon application, a license as School Psychologist II.

SCHOOL SOCIAL WORKER

A. School Social Worker I

1. Minimum requirements for license as School Social Worker I valid for two years:

a. Completion of a bachelor's degree program approved by the state department of education from a regionally accredited college or university with a major or its equivalent in social work, social welfare, pre-social work, sociology, psychology, or cultural anthropology, and

b. Two years of satisfactory experience in a social work or social welfare position in a social service agency.

2. Renewal of the School Social Worker I license is contingent upon two years of satisfactory experience as a school social worker under the supervision of a person who possesses certification as a School Social Worker II.

B. School Social Worker II

1. Minimum requirements for license as School Social Worker II, valid for two years:

a. A master's degree in social work from a program approved by the state department of edu-

cation and accredited by the Council on Social Work Education with one year of field work in a school setting; or

b. A master's degree in social work from a program approved by the state department of education and accredited by the Council on Social Work Education with one year of experience in school social work; or

c. A master's degree in social work from a program approved by the state department of education and accredited by the Council on Social Work Education with two years of experience in social work.

2. Renewal is contingent upon two years of satisfactory experience as a school social worker.

SPECIAL CLASSES, HANDICAPPED CHILDREN

A. General Requirements

1. The original license valid for two years may be granted to an applicant who does not meet the full requirements. The complete requirements must be met for a renewal of the original license.

2. The license for special classes based on a minor in the special fields will be valid on the level, elementary or secondary, in which the teacher has basic preparation.

3. The specific requirements for each kind of special class license are stated in the following subdivisions.

B. **Visually Handicapped Children**

1. Requirements for licensure are:

a. An elementary or secondary school teacher's license valid for teaching sighted children in the public schools of Minnesota.

b. Proficiency in typing.

c. A recommendation by the college or university certifying to the completion of an approved program for the preparation of teachers of visually handicapped children consisting of 30 quarter credits, of which at least 20 are on the graduate level, distributed as follows:

Education of Exceptional Children (3 quarter credits)

Braille (6 quarter credits)

Structure and Function of the Eye (3 quarter credits)

Methods of Teaching Partially Seeing Children (3 quarter credits)

Methods of Teaching Blind Children (6 quarter credits, 3 credits at the elementary level and 3 at the secondary level)

History and Philosophy of Education of Visually Handicapped Children (3 quarter credits)

Student Teaching with Blind and Partially Seeing Children (6 quarter credits)

Experienced teachers who have successfully taught sighted children two years may substitute special workshops granting at least 3 quarter college credits for 3 of the student teaching credits. Acceptable workshops shall be only those dealing with problems relating to the blind and partially seeing children.

d. Courses on the growth and development of children, mental hygiene, parent consultation, speech correction, and similar courses will not be accepted as substitutes for any of the areas listed above.

2. Provisional license (visually handicapped children)

a. This type of certificate may be granted to a qualified elementary or secondary teacher after the completion of 18 quarter credits, distributed as follows:

Education of Exceptional Children (3 quarter credits)

Braille (6 quarter credits)

Structure and Function of the Eye (3 quarter credits)

Methods of Teaching Both Partially Seeing Children and Blind Children at the Elementary level (6 quarter credits)

A methods course on teaching secondary-level blind children will not be accepted independently of an elementary methods course for the provisional license.

b. Graduate students who go indirectly into graduate work after receiving their four-year degrees, and without teaching experience, must complete the student teaching requirement in the field of the visually handicapped as well as the 18 quarter credits referred to in 2. a. above before being granted a provisional license.

c. The provisional license will be valid for two years, after which full certification will be required.

C. **Hearing Impaired**

A license to teach hearing impaired children may be granted to a person who has earned a degree in an institution that maintains a program of preparation for teachers of children with hearing impairments approved by the Board of Teaching. The license will be granted only on the recommendation of the institution certifying to the completion of a program based on the following guidelines:

1. Grades Nursery, Kindergarten, 1-12

a. A minimum of 15 quarter hours of work in elementary education including all of the following:

Methods of Teaching Elementary School Subjects

Child Growth and Development

Educational Psychology

Principles of Philosophy of Education

Elementary Curriculum

b. Completion of 39 quarter hours in the special field, including course work in all of the following:

Speech Reading and Auditory Training

Audiometry and Hearing Aids

Speech and Language Development for the Hearing Impaired

Methods in Education of Hearing Impaired Children including History

Anatomy and Physiology of the Speech and Hearing Mechanism

Directed Observation and Practice Teaching in a Class for Hearing Impaired Children. (Minimum of 6 quarter hours)

2. Grades 7-12

a. Qualification for a Minnesota teacher's license for secondary schools.

b. Completion of requirements under 1. b. above.

3. Provisional license

a. Qualification for teacher's license for the elementary or secondary schools.

b. Completion of 18 quarter hours in the special field, as listed in C 1. b. above, including a minimum of 3 quarter hours in each of the following:

Speech and Language Development for the Hearing Impaired

Methods in Education of Hearing Impaired Children

Speech Reading and Auditory Training

D. **Mentally Retarded.**

A license to teach educable or trainable mentally retarded children will be granted to a person who has completed the required courses in special education at a teacher education institution that maintains an approved program of preparation for teachers of mentally retarded. The license will be granted only upon the recommendation of the institution certifying to the completion of a program based on the following guidelines.

1. **Educable retarded children**

a. Regular license. Completion of requirements under (1), (2), or (3) below will qualify an applicant for a certificate.

(1) Graduation from a four-year college or university course with a college major in the teaching of the mentally retarded.

(2) Graduation from a four-year college or university course with a college minor in the teaching of the mentally retarded.

(3) The qualifications for a valid teaching license for the elementary or secondary schools with a minimum of two years of successful teaching experience and an approved college minor, or its equivalent, in the teaching of the mentally retarded evaluated by an approved college or university.

b. Provisional license. A provisional license to

teach educable retarded children may be granted to a person who holds a valid Minnesota teaching license for elementary or secondary schools, who holds a minimum of two years of successful teaching experience, and who has completed 8 quarter hours of course work in special education, including work in two of the following areas:

Education of exceptional children

Psychology of mental retardation

Education of retarded children.

(1) The provisional license will be valid for two years, after which full licensure will be required.

2. **Trainable retarded children**

a. Regular license. A person qualified to teach the educable retarded may be licensed to teach trainable children upon completion of an approved program in the teaching of trainable retarded children.

b. License limited to teaching trainable children. Completion of the requirements under (1) and (2) below will qualify an applicant for the license.

(1) Graduation from a four-year college or university course with a license in education (Elementary, Secondary, or Nursery, Kindergarten, Primary), or with a major in psychology, sociology, nursing, or some related field.

(2) Completion of an approved minor, or its equivalent, in special education, including course work in the following areas:

Education of exceptional children

Psychology of mental retardation

Education of the trainable retarded

Introduction to speech correction

Arts and crafts

Supervised student teaching or internship in working with trainable children.

c. Provisional license. Completion of the requirements under (1) or (2) below will qualify a person for a certificate.

(1) The qualification for a regular Minnesota teaching license with a minimum of two years of successful teaching experience and completion of 8 quarter hours of approved course work in special

education, including a course in the area of Education of the Trainable Retarded, and a course in one of the following additional areas:

Education of exceptional children

Psychology of mental retardation.

(2) Graduation from a four-year college or university course with a license in education (Elementary, Secondary, or Nursery, Kindergarten, Primary), or with a major in sociology, nursing, or some related field, successful experience with the retarded that is relevant to teaching trainable children, and completion of 8 quarter hours of course work in special education as outlined under (1) above.

(3) The provisional license will be valid for two years after which full licensure will be required.

E. **Crippled children.**

Completion of requirements under 1 or 2 will qualify an applicant for a license.

1. Graduation from an accredited college or university on completion of a four-year course with a major in elementary or secondary education and an approved minor in the field of teaching crippled children. Practice teaching in a class for crippled children will be required.

2. The qualifications for a teacher's license valid for the elementary or secondary schools and an approved minor or its equivalence in the teaching of crippled children and two years of successful teaching experience.

F. Speech correction. Completion of requirement under 1. will qualify an applicant for a license.

1. Graduation from a four-year college or university course with a major in speech pathology.

G. Special learning disabilities (L.D. and E.D.)

Licenses indicating qualification to serve in the S.L.D. area are differentiated as S.L.D. (emotionally disturbed and socially maladjusted) or S.L.D. (learning disabled). The following are the requirements for licensure in these two areas—S.L.D. (emotionally disturbed and socially maladjusted) and S.L.D. (learning disabled).

1. Minimum requirements for licensure, valid for two years:

a. Possession of a valid elementary or secondary school teaching license.

b. Completion of a college training program approved by the state department of education with appropriate emphasis in emotionally disturbed and socially maladjusted or learning disabled, involving no less than 30 quarter credits in the area.

2. Renewal. Renewal of the S.L.D. (emotionally disturbed and socially maladjusted) and S.L.D. (learning disabled) licenses are contingent upon the completion of a minimum of one year of successful teaching in an S.L.D. program while holding a valid S.L.D. license.

SUBSTITUTE TEACHER

A. Long-call substitutes. For long-call substitution the licensure requirements are the same as for regular teaching.

B. Short-call substitutes and teachers of homebound children.

1. In these cases the basic requirements are the same as for regular teaching. The requirements for recent preparation or experience are waived. If the original teaching license has expired it may be renewed for these purposes only at the request of the superintendent of schools.

2. A person who has held an ungraded school teaching license may teach homebound children in a graded or ungraded school at the written request of the superintendent. If such a license has expired, the renewal requirement may be waived.

SUPERVISORY AND CONSULTATIVE PERSONNEL IN THE ELEMENTARY AND SECONDARY SCHOOLS (Effective Date: September 1, 1972)

A. Supervisory and Consultative Personnel, includes elementary and secondary school supervisors, consultants, directors, coordinators, and others with similar functions or levels of responsibility. Supervisory and Consultative Personnel in the elementary and secondary schools, not licensed under other specific regulations for personnel with such levels of responsibility in particular areas, shall hold a license based upon major work in the area where licensure is sought as outlined in B.

B. The license for Supervisory and Consultative Personnel in the Elementary and Secondary Schools requires:

1. Completion of a Master's degree from a recognized graduate school from a program approved by the state department of education with major emphasis in the area for which licensure is sought

OR

A statement from a recognized graduate school certifying that the applicant has completed at least one-half of a program approved by the state department of education leading to the specialist or doctorate degree with major emphasis in the area for which licensure is sought

AND

2. Three years of appropriate successful professional experience in education while holding a license valid for the position in which the experience was obtained.

C. The initial license for Supervisory and Consultative Personnel shall be valid for two years and may be renewed for one five-year period upon the completion of one year of successful experience in the area of major emphasis while holding the initial two-year license.

D. The five-year license may be renewed according to general regulations of the Board of Teaching pertaining to continuing education.

TEACHER INTERN

A. An intern is a person preparing for eventual service in a licensed teaching position. A one-year, nonrenewable license for elementary and secondary teacher interns may be issued to an applicant who is recommended by a teacher preparing institution and who has not less than three years of teacher preparation. Such a license shall be issued only upon the written request of the administrative head of the school system in which the intern is to be employed. A teacher intern shall not replace a licensed teacher. The license of a teacher intern shall be revoked by the Board of Teaching when it has been demonstrated that the intent and purpose of such licensure have not been fulfilled.

A teacher intern shall be subject to M.S.A. Chap-

ter 354, Teacher Retirement Fund, and M.S.A. Chapter 355 Social Security Coverage, but shall not be included in the provisions of M.S.A. 125.07, Duration and Renewal of Licenses, and M.S.A. 125.12, Employment; Contracts: Termination.

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